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The Hoping Thinking Skill Model for Parents in Islamic Counseling Through Experiential Learning to Improve Children's Optimistic Attitude

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Abstract

The dynamics of rapid development in Islamic counseling are characterized by various applicable research results. One of its forms is the development of training aimed at parents in order to strengthen the parenting method in order to foster an optimistic attitude towards children in accordance with Islamic rules. Hoping is one component in mind skills that can be trained to create positive short-term and long-term positive expectations so that children become more optimistic, especially in the face of failure. The development procedure used in this study was adapted from Borg & Gall which included three steps: (1) Phase I namely preparation, including needs assessment, literature study, determining the purpose of development and preparing the necessary materials; (2) Phase II, namely implementation, includes drafting products; and (3) Phase III, namely trials, including expert tests, prospective user trials and small group tests. Analysis of product validity test using descriptive statistical analysis. The product validity test results consists of expert tests (material experts and media experts), prospective user (instructor / parent) test, and small group test by trainees (seven parents and their children) have met the acceptance criteria with three aspects, namely aspects accuracy (score) scores 87% utility (score) 94%, and compatibility (compatibility) with a score of 88%. So that the overall average result is 89.6% in the "very good" category.

Keywords: Experiential Learning, Hoping Training, Islamic Counseling

Introduction

The rapid development of technology and information has changed people's needs in the era of post globalization. The two main consequences in understanding change very quickly are with adaptation to a successful and failed environment. If successful, it is called "well adaptive" which causes a person to function optimally (Fully Functioning Person) (Kirschenbaum, 2015), while if it fails, it falls into the category of "maladaptive" which impacts on mental disorders ranging from low to high stages. The two main consequences have changed the lifestyle of the people (life style).

According to (Azmi, 2015), people's lifestyle can be divided into two types, namely Mainstream Lifestyle and Anti Mainstream Lifestyle. Mainstream Lifestyle refers to certain patterns & habits of society in accordance with the lifestyles of the majority of other people throughout the world, this lifestyle is also commonly referred to as the mainstream lifestyle. Unlike the Anti-Mainstream Lifestyle which is characterized by "unique & different" compared to the general lifestyle carried out by the majority of the world community. The second lifestyle variant allows the emergence of the various dynamics of the problem. One problem that arises is a variety of psychological disorders in the form of depression, anxiety and even suicide. Anxiety can hit anyone, especially anxiety about the future imposed on the parents of their children. A good pattern of childcare is needed so that it can improve children's optimism which has a major impact on the formation of children's character (Santrock, 2011).

On the other hand, Islam is present by offering a variety of guidance to sue someone not to experience excessive distress and anxiety. Even in the Al-Qur'an it has been explained that *"O people. We will test you with narrowness and pleasure to test your faith. And only to you, are you going to return"* (Surah Al-Anbiya: 35). The argument or proof confirms that in facing a human life must experience two consequences of affection, namely happy and sad. Anxiety is one thing that is natural if not excessive. But the attitude to fight excessive anxiety begins with the planting of optimism in children. An optimistic attitude towards children is accustomed to by parents by referring to Islamic values because after all, family is the first and foremost place in building optimism in children. An optimistic attitude can be cultivated through the creation of hope. Hope is a term that means "beg" or "ask" (Ebta., 2018).

In the treasure of scientific counseling, the optimism that results from the training in creating hope is one of the goals achieved in the counseling process (Corey, 2015). This can be trained with several strategies such as Behavioral Therapy, Cognitive Behavioral Therapy (CBT), Focused Reality Therapy on certain counseling techniques (Corsini, 2008). However, researchers rarely try to train their minds so that they can generate optimism automatically when facing a business. Therefore, thinking skills need to be trained by counselors to parents to foster optimism in children. The term mind skills were first introduced in the world of guidance and counseling by (Jones, 2003) which was later developed by (Nursyamsi, 2018), (Naning, 2013) and (Azmi & Kharis, 2019). Hope or creating hope that helps is one component of thinking skills. Called training because the nature of the attitude creation is in the form of skills so that it can be trained.

Parents have a very important role in shaping the character of children, one of which is to train and bring up optimism for children. An optimistic attitude is the result to be achieved through realistic expectations with a certain period of time both short and long term. According to the study (MONE, 2008) there are three main characteristics of parents who can foster pessimism for children including (1) overly perfectionist parents. Perfectionism makes children mentally depressed and causes stress and over-fear of failure so they can be pessimistic; (2) angry parents. Anger is a negative trait that can affect the child's mentality to be pessimistic, especially when the decision-making process that is too worried can make parents angry if the results do not match expectations; (3) pessimistic parents. In social learning theory proves that humans can imitate and imitate things perfectly. (Cooper, Gordon, & Rixon, n.d.) even prove that a baby or child can capture and absorb all the stimuli in his environment. Likewise, when parents exemplify pessimistic attitudes that are very likely to be imitated by their children. Another problem that arises is when parents rarely understand how their expectations can synchronize with children's expectations. Even though a child has full rights to various dreams and hopes that he wants, while the role of parents is to provide direction without coercion.

The concept of Islamic Counseling is one alternative approach that can be implemented to foster an optimistic attitude in a child (Sutoyo, 2013). In Islamic counseling, the role of parents can take advantage of the services provided by counselors to provide an overview of alternative ways that can be taken to improve children's optimism. The role of the counselor through Islamic

counseling will be significant if implemented with a specific approach such as counseling with additional specific skills training, such as thinking / mind skills with a focus on training in creating hope. The Islamic counseling approach was chosen because of its complexity and flexibility in integrating counseling techniques and methods with the spiritual norms and morals in them. Empathy, Unconditional Acceptance, Genuiness and Warmth are a set of attitudes to the full figure of a suitable counselor to accompany parents in practicing thinking skills with hope for their children.

This paper aims to provide an overview of the results of developing a "hope" training model for parents through David Kolb's experiential learning with the aim of fostering optimism in children. The Experiential Learning model was chosen as a training method because through this model, parents are expected to be able to learn, understand and then experience the process of creating hope from a comprehensive perspective, namely as a parent and as a child.

Methods

This study uses a model of research and development / research and development (R & D). According to (Sugiyono, 2012), research and development is to find, develop and validate a product. As according to (Creswell, 2012), development research is research that is used to produce a product and test the effectiveness of certain products. As according to (Sukmadinata., 2012), development research is a process or steps to develop a product or perfect existing products that can be accounted for.

Research and development (R & D) in this study was conducted to answer the problem of the difficulty of applying mind skills. This problem will be pursued in the form of problem solving by developing a guide to thinking skills to improve the quality of Islamic counseling. A guide in the form of a guidebook is intended for parents. The development model used in the research development of prospective counseling Hoping Thinking Skills guidance guides to improve the skills of administering counseling was adapted from the procedure (Borg, R. & Gall, 2009).

According to (Borg, R. & Gall, 2009) the research and development (R & D) procedures consist of two main objectives, namely: (1) developing the product and (2) testing the effectiveness of the product in achieving the goal. The first goal

is called the development function, while the second objective is called the validation function. The development process can stop until the stage produced by a product through limited trials, only such products cannot be used widely and sustainably. Therefore the product needs to be validated.

According to (Borg, R. & Gall, 2009) there are ten steps in implementing research and development strategy. The ten steps are as follows: (1) initial research and information gathering; (2) planning; (3) development of the initial product format; (4) initial product revision; (5) initial product test; (6) product revisions; (7) field trials (8) revisions to the results of field trials (9) final products or final product improvements; and (10) dissemination and implementation.

According to (Dwiyogo, 2004), each development can choose and determine the right steps in its research based on the conditions and constraints faced. In line with Dwiyogo, according to (Sukmadinata., 2012) this research model can also be modified into three steps. The modifications to these steps include, (a) Phase I: preparation, including needs assessment, literature study, determining the purpose of development and preparing the necessary materials; (b) Phase II: implementation, covering the drafting of product drafts and (c) Phase III: trials, including expert tests, prospective user trials and small group tests. All stages of development are carried out by considering several aspects of accuracy, usability and suitability.

Theoretical Study

The Nature of Counseling

Etymologically the term counseling comes from Latin, namely *consilium*, which means "with" or "together" which is arranged with "accept" or "understand". Whereas in the Anglo-Saxon language, the term counseling comes from "sellan" which means "surrender" or "deliver" (Prayitno, 2014). (Winkel, 2015) suggests counseling is a channel for giving guidance. In counseling a discussion / conversation is held between a counselor (counselor) with one person (individual counseling) or with several people at the same time (group counseling). The person served is called a counselee. The conversation revolves around the problem / difficulty / problem that is being faced by someone the counselor helps the person to find a solution to the problem.

Counseling is a professional service that has goals in every process that is undertaken. Briefly the main purpose of using counseling skills is to help counsees develop personal skills and inner strength so that they can create happiness in their own lives and those of others (Jones, 2013). The purpose of using counseling skills is divided into five different goals (Joni, 2008) namely:

Supportive listening. Supportive listening is a goal that refers to the peak skills to be willing and able to listen and listen to the counselee, take some views and perspectives of the counselee and sensitively show that they (counsees) have been heard accurately. Counselors with good listening skills can calm, relieve suffering, treat psychological injuries from counselee problems.

Manage problematic situations. The counselee that comes to the counselor brings a problem. The problems faced by the counselee are influenced by the various situations and conditions which are often very complicated. Counselors and counsees together identify the problematic situation at hand. Based on this situation, the counselor can create a comprehensive and comprehensible problem frame so that the counselee understands and understands the situation at hand.

Problem management. Although some problems are limited, many other problems may be bigger and more complex than the specific situations in them. The purpose of a counseling process is to regulate and monitor every problem that is being faced by the counselee, so that the problems that look very complex are becoming more specific.

Change bad skills that create problems. Skills in dealing with problems must be taught, because skills cannot be obtained without a learning process and experience. One of the objectives of counseling skills is to provide a learning experience in the form of good skills in solving problems, because there are not a few counsees who try to solve problems in bad ways.

Realizing changes in the philosophy of life. The management process of managing a problematic situation and then changing skills in problem solving needs to become a habit whenever facing a problem, and the matter becomes one of the life philosophies of the counselee. This is one of the main goals of counseling skills.

Table 2.1: Techniques for Each Counseling Stage

source: (Willis, 2004)

Early stage (Problem Definition)	Mid Stage (Working Stage)	Final stage (Action)
Attending	Concluding temporarily	Conclude
Listen	Lead	Plan
Empathy	Focusing	Assess
Reflection	Confrontation	Ending counseling
Exploration	Clear up	
Asking	Make it easy	
Capture the main message	Directing	
Encourage and minimal encouragement	Minimal encouragement	
	Silent	
	Take the initiative	
	Give advice	
	Giving information	
	Interpreting	

The "Hoping" component in the Mind / Thinking Skills

According to (Naning, 2013) Counseling is a professional service, which can only be done by counseling professionals. Counselors as expert, experts are required to have the skills to provide counseling services. At least there are two skills that the counselor must possess as professionals providing counseling services, namely (1) communication and behavioral skills (communication skills / external skills). And (2) thinking skills (Mind skills / Thinking skills). These two skills should be mastered by the counselor as a synergistic skill. However, only the first skills that have been managed properly Mind skills / Thinking Skills can be internalized through experiential learning models developed by Kolb with four stages, namely concrete experience, reflective observation, abstract conceptualization, and active experimentation. This study aims to apply the

experiential learning model to internalize BK student mind skills. The term mind skills, which Raka Joni called mind competence is dexterity to respond contextually, which leads to problem solving in counseling (Joni, T.R, 2008). In line with this, (Jones, 2013), explained that mind skills are a series of actions that must be carried out by a professional counselor so that the counseling can take place properly and effectively. Metacognitive concepts are usually conceptualized as a set of competencies that are interconnected in learning, thinking, and include skills for active listening, critical thinking, reflective assessment, problem solving, and decision making (Dawson & Furedy, 1976).

Humans predict what will happen in the future, so they can influence and control it. As a result, humans need to create expectations about the consequences of communication and behavior. How their hopes for the future will affect their own feelings, other people's feelings, physical reactions, opinions, and their ability to communicate with others. In counseling skills, creating helpful expectations means that the counselor creates expectations. Realistic about the level of his own ability to deal with difficult situations and people.

It can be concluded that, mind / thinking skills is an individual skill to manage the processes that occur in the mind, including defining the processes that occur in cognition according to its components, interpreting, reflecting, and revising the thinking process so that it leads to the selection of appropriate and directed thinking components. The mind skills process occurs in individual cognition, which rises and is observed through communication patterns and behaviors shown. An indication of someone having a mind skill is to be able to consciously adjust and manage thinking strategies to deal with certain situations. Mind skills in counseling consist of the ability to create rules that help, create perceptions that help, create self-talk that helps, create visual images that help, create explanations that help, and create hope that helps. Mind skills take place throughout the range of counseling that is, before, during, or after the counseling process.

Stage of Experiential Learning Model

The selection of a training model as a strategy for training thinking skills is important in a guide. The selection of the appropriate training model will also contribute to whether the training can be applied properly or not. The selection of

training models using experiential learning contains several aspects, including: (1) knowledge (concepts, facts, information); (2) activities (application in activities); and (3) reflection (analysis of the impact of activities on individual development) (D. A. D. A. D. Kolb, 1984). The final goal of mind skills training is that prospective student counselors are able to apply thinking skills that help, especially in counseling settings. Based on the experiential learning model used, the stages of thinking skills training consist of four stages. The explanation of these stages includes:

1. Concrete Experience

The real experience stage is carried out by inviting trainees to experience situations that have or are occurring when the emergence of six components of mind skills that are not helpful and helpful. The situation is created through various questions related to the experience of the emergence of mind skills.

2. Reflective Observation

The stages of reflection, reflection are obtained through observation activities carried out on the trainees. Then, they are invited to identify and reflect on the experiences that have been passed.

3. Abstract Conceptualization

The abstract conceptualization stage is a stage for understanding and constructing the concept of mind skills that are helpful and not helpful. Through this stage, participants are expected to have new concepts that can be applied in counseling settings. The new concept is in the form of helpful thinking skills.

4. Active Experimentation

The stage of active experimentation is the stage of giving the participants the training to apply an understanding of mind skills acquired in thinking skills training to be applied in the real situation.

Discussion

Activities carried out before the time of product development are preliminary research (Borg, R. & Gall, 2009). Activities were carried out within two weeks in the cities of Malang and Tulungagung, East Java. Preliminary studies are carried out with the aim of obtaining the results of the assessment of needs for

products that are expected to be a solution to those needs. We carry out this activity for 30 parents. Five (5) fundamental questions related to the urgency of Hoping Thinking Skills to improve optimism for children are the authors' reference in describing the results of this preliminary study. The results of preliminary research showed that 28 out of 30 people said that the respondents desperately needed the Hoping Thinking Skill training program with the manual book as their supporters, while the remaining 2 people claimed to be only interested in the program. Based on these results, the urgency of product development can be continued in accordance with the stages of development. In addition, Hoping Thinking Skill products also contain several stages of training that make it easier for facilitators and participants to practice these skills. The following is an overview of the product contents in the thinking skills training model expecting

Table 1. Overview of the training model section

Part I	Preliminary	A. Background
		B. Purpose of Training
Part II	General instructions for hoping thinking skill training guidelines	A. The Scope of the Guide
		B. User Target
		C. Training Approach
		D. Training Stage
Part III	Hoping thinking skill training procedure	a. 1st Meeting (Formation)
		1) Rapport
		2) Ice Breaking
		3) Explanation of the initial activity
		4) Contract Making
		5) Explanation of Material: (Chapter 1 Review Thinking Skill)
		b. 2nd meeting ("Hope" training that helps)
		1) Purpose
		2) Stages of Training:
		a. Real Experience
		b. Reflective Observation
		c. Conceptualization

		d. Application
		e. Evaluation
Part	EVALUATION AND REFLECTION	a. 3rd Meeting (Closing)
IV		1) Activity Evaluation
		2) Reflection and closing

The results of the development are based on the validity of three basic aspects, namely accuracy, usability and suitability (Borg, R. & Gall, 2009). The results of the product validity test consisting of expert tests (material experts and media experts), prospective users (instructors / parents), and small group tests by training participants (seven parents and their children) have met the acceptance criteria with three aspects namely

(1) Aspects of accuracy with the acquisition of 87%. The aspect of accuracy is the first aspect that refers to the urgency of the need for the product made, the accuracy aspect covers the following items (a) The accuracy of the formulation of the Hoping Thinking Skill training guide with experiential (b) learning, (b) The precision of Hoping Thinking Skills training activities with the experiential learning model, (c) The accuracy of the activity stages planned in the Hoping Thinking Skills training guide with the experiential learning model; (d) Accuracy of training materials to develop Hoping Thinking Skills for parents; (e) Accuracy of guidelines for facilitators to facilitate the implementation of Hoping Thinking Skills training activities; (f) Accuracy of guidelines for parents to facilitate the implementation of Hoping Thinking Skills training; (g) The accuracy of the use of language in the Hoping Thinking Skills training guide with the experiential learning model; (h) Accuracy in selecting experiential learning models to develop Hoping Thinking Skills for students; (i) The accuracy of the allocation of the Hoping Thinking Skills training activities with the experiential learning model (j) The accuracy of evaluation and reflection techniques resulting from the Hoping Thinking Skills training with the experiential learning model.

(2) Aspect of utility with the acquisition of 94%. Usability aspects are aspects that refer to the level of usefulness for parents. Some aspects of the assessment include (a) the usefulness of the Hoping Thinking Skills training guide with the experiential learning model; (b) Use of the Hoping Thinking Skills

training guide with an experiential learning model for facilitators to develop Hoping Thinking Skills; (c) Use of Hoping Thinking Skills training materials to make it easier for parents to apply helpful mind skills; (d) Use of the Hoping Thinking Skills training activities to make it easier for parents to implement Hoping Thinking Skills that help; (e) Use of Hoping Thinking Skills training activities to improve the quality of parenting; (f) Use of the Hoping Thinking Skills experiential learning training model to make it easier for parents to implement helpful hopes; (g) Use of the training format (tables, pictures, etc.) to make it easier for parents to apply helpful mind skills; (h) The usefulness of parental duties is arranged to facilitate evaluating the results of training; (i) Use of planned time allocations to facilitate training; (j) Usability evaluation to measure Hoping Thinking Skills parents.

(3) Compatibility aspect with a score of 88%. Some aspects that become an assessment of conformity aspects include (a) Conformity of Hoping Thinking Skills training with experiential learning models for parents; (b) Conformity of Hoping Thinking Skills training with experiential learning models to help facilitators in developing Hoping Thinking Skills; (c) Conformity of the design of the Hoping Thinking Skills training guide with the experiential learning model for facilitators; (d) Conformity of the design of Hoping Thinking Skills training guides for experiential learning models for parents; (e) Suitability of the training format to help parents implement Hoping Thinking Skills that help; (f) Suitability of the cover with the contents of the Hoping Thinking Skills training guide with the experiential learning model; (g) Language compatibility with the contents of the Hoping Thinking Skills training guide with the experiential learning model; (h) Suitability of the training format (tables, pictures, etc.) to make it easier for parents to implement Hoping Thinking Skills that help; (i) Conformity of the planned time allocation to develop Hoping Thinking Skills training with experiential learning models; (j) Conformity of guide evaluation to measure the success of Hoping Thinking Skills training with experiential learning models.

Based on the assessment of three aspects, namely accuracy, usability and suitability, the overall average product validation results were 89.6% in the "very good" category. The results of this validation are carried out with the aim of improving the quality of development products so that they can be used appropriately.

Development of Hoping Thinking Skill with validation of test results conducted by two experts, namely experts in the field of guidance and counseling and media development experts. Expert tests are carried out by reviewing the products that have been developed, then experts fill in the assessment format with 4 value scales in accordance with Standards for Evaluation of Educational Programs, Projects and Materials (The Joint Committee on Standards for Educational Evaluation, 2010). Expert test results have some notes that are the basis for revision and improvement of the guide before being tested to prospective users. The note is in the form of criticism, suggestions and feedback on the product being tested. Note given by experts in guidance and counseling is that the use of the term intervention strategy should not be distorted with techniques, in the context of products this is experiential learning. Moreover, both the formulation of the objectives and the substance of the product have been felt to fulfill the acceptability aspect. Notes given by experts in the development of educational media are colors for facilitator and student guidance made different in order to make it easier for users to distinguish for facilitators and parents. The rest for media attractiveness has been felt to fulfill the acceptability aspect. The results of evaluations by prospective users indicate that the guidelines have met the acceptance criteria, especially in evaluation techniques. This is in accordance with the study of the theory put forward by (Bloom, 2009) which states the importance of the evaluation process in an education system in order to find out the progress of learning outcomes to be achieved.

Paradigm of Islamic Counseling Through The Hoping Thinking Skills

The Hoping Thinking Skill Model For Parents In Islamic Counseling Through Experiential Learning To Improve Children's Optimistic Attitude is an effort to strengthen the role of Islamic Counseling in responding to the problems of the people, especially the response to parenting phenomena, especially to improve optimism. The integration of scientific counseling from Western nations is integrated with Islamic values so that it becomes Islamic Counseling. If studied in depth, Islamic therapy and counseling is very close to the concept of Islamic Guidance and Counseling. The nature of Islamic guidance and counseling is an effort and effort to help individuals learn to develop fitrah or return to fitrah by empowering faith, reason and willingness granted by Allah SWT (Sutoyo, 2013). These efforts are also carried out by using a reference to BKI principles such as (1)

the achievement of world and the hereafter happiness; (2) relating to mentors and mentees; (3) introduction to the nature of human beings; and (4) based on Ukhuwah Islamiyah (human relations based on Islamic teachings).

The relationship between the counselor and the mentor (counselee / parent) is built on the basis of mutual trust or mutual trust and relations between fellow Muslim brothers and sisters. In (Ebta., 2018) the term damping can be interpreted as intimates, meetings that refer to a relationship between two or more parties based on the emergence of empathy, self-acceptance without terms and warmth. These aspects are the main things in implementing this training model. In addition, Hoping Thinking Skills are also therapeutic. This means that the process of providing assistance to train skills expects that it can also be interpreted as a media of consultation and the search for various alternative solutions that are still relevant to the purpose of providing training.

A broader study of training to improve skills expects that it can also be developed in Sufism and Psychotherapy. A unique scientific study by combining the therapeutic and scientific processes of Sufism that are related to the components of the heart, soul and spirit. The relevance of parenting with the components of the heart, soul and spirit can be manifested in the application of spiritual parenting to one's emotional and spiritual intelligence. The results of the study (Fitri, 2018) suggest the importance of parenting based on the example of the prophets and apostles (emotional prophetic) with emotional and spiritual management. Tasawuf studies also describe the role of fear (Khouf) and hope (Roja) (Prof. Dr. Shalih Ghanim as-sadlan, 2010). A study that emphasizes the attitude of anxiety towards sin with the emergence of hope as a servant to God. Another relevance is that through trust and high faith in God can also make someone out of his illnesses. (Abdhusshamad, 2002) shows that faith in God has a strong relationship with healing illness. The resilience of the emergence of pessimism and turning it into an optimistic attitude is the main goal in the implementation of this training. Parents become a determinant of the success of a child's failure by referring to the optimistic attitude shown concretely.

Regarding the development of training using experiential learning stages is one of the appropriate efforts in accordance with the concept of a model of teaching a concept (Weil, 2011) about experience-based learning that can increase understanding and mastery because Knowledge arises from a combination of understanding and transformation experience (D. Kolb, 1984). On the other hand,

the right development steps and methods make this training model have a great impact on its users. This is based on the steps taken in the model test as suggested (Borg, R. & Gall, 2009) as follows (1) Establishing the focus of the study. (2) Collecting data; (3) Conducting analysis and interpretation of data; (4) Intervening according to the model that has been prepared; (5) Reflection and (6) Continuing intervention or making corrective actions. In the end, this development product was aimed at a clear mission with parents' awareness to start training the right parenting for children so that children grow up to be optimistic and realistic through Hoping Thinking Style training.

Conclusion

The development of The Hoping Thinking Skill Model For Parents in Islamic Counseling Through Experiential Learning To Improve Children's Optimistic Attitude is a real effort in developing scientific integration of Islamic counseling with the needs of the present, especially in the matter of parenting. Pessimistic attitudes that hit some parts of the community can begin to be reduced, especially starting from the upbringing of parents to their children who in fact become the next generation of the nation. The author realizes that some shortcomings related to the study of paper and products include (a) the need for product dissemination to parents in various regions in Indonesia; (b) the model guide can be refined in the form of an application for smartphones, making it easier for users to practice about Hoping Thinking Style and (c) still need validity testing specifically to obtain a level of effectiveness through more massive, systematic and structured product experiments. Finally, the authors hope that through this model can answer the needs of the people, especially in the context of contributing to building an Islamic civilization through parenting with the Hoping Thinking Style model.

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